YEAR 8

ASSESSMENT

SCHEDULE

2023

Stage 4 Assessment Policy 2023

Stage 4 - the first steps towards gaining a RoSA

Stage 4 encompasses both Year 7 and Year 8. The curriculum taught by school complies with the requirements of the NSW Department of Education, NESA (NSW Education Standards Authority) and ACARA
(The Australian Curriculum, Assessment and Reporting Authority).

Satisfactory completion of the Stage 4 Curriculum is a prerequisite for the attainment of a RoSA (Record of Secondary Achievement) in Year 10. Stage 4 subjects are mandatory for the award of a RoSA and must meet the prescribed number of hours in each subject. These are outlined below in the table.

Subject	Number of hours
English	500 hours taught throughout years 7 - 10
Mathematics	500 hours taught throughout years 7 - 10
Science	400 hours taught throughout years 7 - 10
Human Society and Its Environment	400 hours taught throughout years 7 – 10 (and must include 100 hours of each of history and geography in stage 4)
Languages	100 hours to be completed in one language over one continuous 12-month period preferably in years 7 or 8
Technology (Mandatory)	To be studied for 200 hours in years 7 - 8
Visual Arts—CAPA	100 hours to be completed in years 7 - 8
Music– CAPA	100 hours to be completed in years 7 - 8
Personal Development, Health and Physical Education	300 hours taught throughout years 7 - 10

Satisfactory attendance record plays an important role in meeting course completion criteria. Unplanned absences (such as illness) can be problematic for students in meeting course hours and outcomes. Extended absences are far more problematic. Even though students may be able to complete assessment tasks that have been missed (including tests), it is impossible for absent students to take part in the planned learning activities that cover those course outcomes that cannot be assessed through written work. **Students applying for leave greater than 5 days must gain approval from the Principal**. The syllabuses that govern the work of secondary school teachers can be found on the NESA website:
http://educationstandards.nsw.edu.au/wps/portal/nesa/home. This is a most useful website for parents wishing to support their child during their secondary education years.

School Assessment Procedures

The Purpose of Assessment

Assessment procedures provide an indication of a student's attainment over a wide range of syllabus outcomes. Assessment covers the whole course in each subject, including knowledge, understanding, skills and processes and takes place at key points in the learning cycle. Students will receive feedback after having completed the assessment activities, which will be used for the next phase of learning.

Assessment activities may be formal (eg, semester examinations, common year task, assignment/research tasks) or informal (eg, class test, topic test, in class task)

The Assessment Schedule Booklet and Time Frame

This assessment booklet provides you with the type of task, anticipated areas of learning to be assessed and weightings. Use a diary or calendar to record assessment tasks to assist you in managing and completing these tasks. If you have a problem with too many tasks scheduled at the one time, see your Year Adviser immediately.

Attendance

Attendance at all timetabled classes is compulsory, especially on the day an assessment task is to be submitted or completed.

Students must have an authorised reason to be absent from school, and a written note must be supplied by the parent/carer to explain any absence. This must be shown to their teacher before submitting the note to their roll call teacher.

Whenever students are absent from school, it is **their responsibility** to ensure that they know what work/assessment notification has been missed and to catch up with that work.
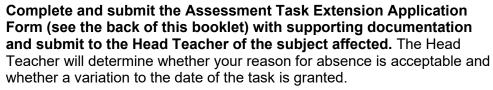
Submission of Tasks

All tasks are to be submitted/completed by or on the designated day and time (as per teacher notification). Tasks submitted **late** receive a **ZERO** and the class teacher will issue a Letter of Concern (Years 7 and 8). Students are still required to complete this task for the purpose of meeting the syllabus requirements.

Extensions, Special Consideration, Illness and Misadventure

An extension of time for completion of tasks may only be granted by the appropriate Head Teacher. Complete and submit the **Assessment Task extension Application (Appendix B)** (see the back of this booklet) with supporting documentation and submit to the Head Teacher of the subject affected Students must apply well before the due date of the task. If your extension is not granted, you must submit the task by the due date.

Where a student has **prior knowledge they will be absent** when a task is due (for example, they have 'Approved Leave' or a representing the school), the student **must** notify the relevant Head Teacher and submit the work before the due date.

Complete and submit the Assessment Task Extension Application Form (see the back of this booklet) with supporting documentation and submit to the Head Teacher of the subject affected. The Head Teacher will determine whether your reason for absence is acceptable and whether a variation to the date of the task is granted.

If you are absent from school on the due date for the submission of an assessment task, or on the day of an assessment task, due to exceptional **unforeseeable circumstances** (such as **illness or misadventure**) please have your parent call the school. On your return to school **complete and submit the Assessment Task extension Application (see the back of this booklet) with supporting documentation and submit to the Head Teacher of the subject affected.** The Head Teacher will make a determination as to whether your task will be accepted late without penalty.

Students are advised to complete all tasks to the best of their ability and advise the school **immediately** if circumstances will prevent them from doing so.

Technology failure is **not**, in itself, **a valid reason for failure to submit an assessment task**. It is the responsibility of the student to back up all their work and to ensure that all reasonable steps are taken to prevent technology failure from hampering their ability to submit a task by the due date. To minimise problems in relation to technology, students should adhere to the following protocols:

- Regularly back up all work on the hard drive of your computer, on an external portable storage media (eg. USB drive) or cloud storage
- Tasks submitted electronically should be checked well before the due date to ensure that the data can be accessed at school (Check the compatibility of your home software with the school's technology)
- Save a copy of the final version of your task to an email address that can be accessed at school (such as your @education email account), as well as bringing it to school on an external portable storage media.
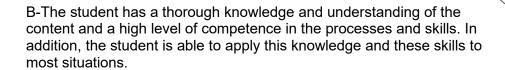
Reports and Grades

Student reports will be provided at the conclusion of each semester. Parent Teacher Evenings are scheduled every year. Parents are welcome to contact the school at any time to discuss their child's progress and educational needs.

Students should receive feedback on assessments tasks within 2 weeks of the due date or submission/completion of the task.

Performance descriptors of achievement (Grades A – E):

A-The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.

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B-The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.

C-The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.

D-The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.

E-The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

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Year 8 Course Assessment – 2023
Subject: English

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 1 Week 7	Term 2 Week 4	Term 3 Week 8	Term 4 Week 5	
	All the World's a Stage: Introduction to the world of Shakespeare.	Characters Like Us: Thematic Novel Study	The Edge of Imagination: Fantasy Genre Study	Animation Fixation: Film Study	
	In-Class Essay	Half-Yearly Exam	Creative Writing	Yearly Examination	
	EN4-1A, EN4-3B EN4-4B, EN4-7D	EN4-2A, EN4-4B, EN4-7D, EN4-8D	EN4-1A, EN4-2A EN4-3B, EN4-4B	EN4-2A, EN4-3B, EN4-4B, EN4-5C	
Knowledge and understanding of course content	12.5	12.5	12.5	12.5	50
Skills in responding to texts and communication ideas	12.5	12.5	12.5	12.5	50
Weighting	25	25	25	25	100

Year 8 Course Outcomes – English

A student:

EN4-1A   responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EN4-2A   effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies

EN4-3B   uses and describes language forms, features and structures of texts appropriate toa range of purposes, audiences and contexts

EN4-4B   makes effective language choices to creatively shape meaning with accuracy, clarity and coherence

EN4-5C   thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts

EN4-6C   identifies and explains connections between and among texts

EN4-7D   demonstrates understanding of how texts can express aspects of their broadening world and their relationships within

EN4-8D   identifies, considers and appreciates cultural expression in texts

EN4-9E   uses, reflects on and assesses their individual and collaborative skills for learning

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Year 8 Course Assessment – 2023
Subject: Geography

Component	Task 1	Task 2	Task 3	Task 4	Task 5
	Term 1 Week 10	Term 2 Week 5	Term 3 Week 9	Term 4, Week 1	Term 4 Week 5
	Liveability Assessment	Interconnections Examination	Water Scarcity Report	Skills Portfolio	Landscapes and Landforms Examination
	GE4-1, GE4-3, GE4-7, GE4-8	GE4-2, GE4-3,	GE4-2, GE4-5, GE4-7, GE4-8	GE4-7, GE4-8	GE4-1, GE4-4

Year 8 Course Outcomes – Geography

A student:

GE4-1   locates and describes the diverse features and characteristics of a range of places and environments

GE4-2   describes processes and influences that form and transform places and environment

GE4-3   explains how interactions and connections between people, places and environments result in change

GE4-4   examines perspectives of people and organisations on a range of geographical issues

GE4-5   discusses management of places and environments for their sustainability

GE4-6   discusses management of places and environments for their sustainability

GE4-7   acquires and processes geographical information by selecting and using geographical tools for inquiry

GE4-8   communicates geographical information using a variety of strategies

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Year 8 Course Assessment– 2023
Subject: Mathematics   Course: Stage 4

Component	Task 1	Task 2	Task 3	Task 4
	Term 1 Week 4	Term 2 Week 5	Term 3 Week 2	Term 4 Week 5
	Learning Portfolio	Topic Test	Learning Portfolio	Topic Test
	MA4-1WM MA4-2WM	MA4-13MG MA4-14MG MA4-16MG	MA4-1WM MA4-2WM	MA4-10NA MA4-11NA

Year 8 Assessment Outcomes – Mathematics Stage 4

A student:

MA4-1WM	communicates and connects mathematical ideas using appropriate terminology, diagrams and symbols
MA4-2WM	applies appropriate mathematical techniques to solve problems
MA4-3WM	recognises and explains mathematical relationships using reasoning
MA4-4NA	compares, orders and calculates with integers, applying a range of strategies to aid computation
MA4-5NA	operates with fractions, decimals and percentages
MA4-8NA	generalises number properties to operate with algebraic expressions
MA4-9NA	operates with positive-integers and zero indices of numerical bases
MA4-10NA	uses algebraic techniques to solve simple linear and quadratic equations
MA4-11NA	creates and displays number patters; graphs and analyses linear relations; and performs transformations on the Cartesian plane
MA4-12MG	calculates the perimeters of plane shapes and the circumferences of circles
MA4-13MG	uses formulas to calculate the areas of quadrilaterals and circles, and converts between units of area
MA4-14MG	uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volume
MA4-15MG	performs calculations of time that involve mixed units, and interprets time zones
MA4-16MG	applies Pythagoras' theorem to calculate side lengths in right-angles triangles, and solved related problems
MA4-17MG	classifies, describes and uses the properties of triangles and quadrilaterals, and determines congruent triangles to find unknown side lengths and angles
MA4-18MG	identifies and uses angle relationships, including those related to transversals on sets of parallel lines
MA4-19SP	collects, represents and interprets single sets of data, using appropriate statistical displays
MA4-20SP	analyses single sets of data using measures of location, and range
MA4-21SP	represents probabilities of simple and compound events

Yass High School

Year 8 Course Assessment – 2023
Subject: Music

Components	Task 1	Task 2	Task 3	Task 4
	Term 1 Week 9	Term 2 Week 4	Term 3 Week 8	Term 4 Week 3
	Performance	Aural Task	Composition	Performance
	4.1, 4.2, 4.3, 4.9	4.7, 4.8, 4.9, 4.11	4.4, 4.5, 4.6, 4.7 4.12	4.7, 4.10, 4.11

Year 8 Course Outcomes – Music

Through activities in performance, composition, musicology and aural, a student:

4.1   performs in a range of musical styles demonstrating an understanding of musical concepts

4.2   performs music using different forms of notation and different types of technology across a broad range of musical styles

4.3   performs music demonstrating solo and/or ensemble awareness

4.4   demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing

4.5   notates compositions using traditional and/or non-traditional notation

4.6.1   experiments with different forms of technology in the composition process

4.6.2   demonstrates an understanding of the musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas

4.8   demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire

4.9   demonstrates musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in the music selected for study

4.10   identifies the use of technology in the music selected for study, appropriate to the musical context

Yass High School

Year 8 Course Assessment – 2023
Subject: PD/Health/PE

Component	Task 1	Task 2	Task 3
	Term 1 Week 10	Term 2 Week 9	Term 3 Week 9
	Celebrating Diversity	Be Smart, Don't Start	R U OK?
	PD4-3, PD4-5	PD4-2, PD4-6	PD4-1, PD4-7

Year 8 Course Outcomes – PDHPE

A student:

PD4-1   examines and evaluates strategies to manage current and future challenges

PD4-2   examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others

PD4-3   investigates effective strategies to promote inclusivity, equality and respectful relationships

PD4-4   refines, applies and transfers movement skills in a variety of dynamic physical activity contexts

PD4-5   transfers and adapts solutions to complex movement challenges

PD4-6   recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity

PD4-7   investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities

PD4-9   demonstrates self-management skills to effectively manage complex situations   plans for and participates in activities that encourage health and a lifetime of physical activity

PD4-10   applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts

PD4-11   demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences

Yass High School

Year 8 Course Assessment 2023
Subject: Science

Components	Task 1	Task 2	Task 3	Task 4
	Term 1 Week 10	Term 2 Week 5	Term 3 Week 8	Term 4 Week 5
	Portfolio of Classwork	Mid-Course Exam	Group Research Project	Yearly Examination
	SC4-6WS SC5-7WS SC4-9WS	SC4-8WS SC4-10PW SC4-14LW	SC4-5WS SC4-7WS SC4-9WS SC4-17CW	SC4-8WS SC4-14LW SC4-12ES SC4-17CW

Year 8 Course Outcomes – Science

A student:

SC4-1VA, SC5-1VA	appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them
SC4-2VA, SC5-2VA	shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures
SC4-3VA, SC5-3VA	demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations
SC4-4WS	identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge
SC4-5WS	collaboratively and individually produces a plan to investigate questions and problems
SC4-6WS	follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually
SC4-7WS	processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions
SC4-8WS	selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems
SC4-9WS	presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations
SC4-10PW	describes the action of unbalanced forces in everyday situations
SC4-11PW	discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations
SC4-12ES	describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system
SC4-13ES	explains how advances in scientific understanding of processes that occur within and on the Earth, influence the choices people make about resource use and management
SC4-14LW	relates the structure and function of living things to their classification, survival and reproduction
SC4-15LW	explains how new biological evidence changes people's understanding of the world
SC4-16CW	describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles
SC4-17CW	explains how scientific understanding of, and discoveries about the properties of elements, compounds and mixtures relate to their uses in everyday life

Yass High School

Year 8 Course Assessment 2023
Subject: Visual Art

Component	Task 1	Task 2	Task 3
	Term 1 Week 8	Term 2 Week 4	Term 3 Week 10
	VAPD and Practices	Art practice	VAPD Art Practice
	4.1, 4.2, 4.4, 4.9	4.1, 4.3, 4.5, 4.7	4.5, 4.6, 4.7, 4.8, 4.10

Year 8 Course Outcomes - Visual Art

A student:

4.1   uses a range of strategies to explore different artmaking conventions and procedures to make artworks

4.2   explores the function of and relationships between the artist-artwork-world-audience

4.3   makes artworks that involve some understanding of the frames

4.4   recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts

4.5   investigates ways to develop meaning in their artworks

4.6   selects different materials and techniques to make artworks

4.7   explores aspects of practice in critical and historical interpretations of art

4.8   explores the function of and relationships between artist – artwork – world – audience

4.9   begins to acknowledge that art can be interpreted from different points of view

4.10   recognises that art criticism and art history construct meanings.

2023 Yass High School Scope and Sequence: Technology Mandatory Years 7–8

Each unit of work is delivered as part of a 35 - 40 hour (indicative) rotation. Students complete 40 hours over a semester in Year 7 (4 x 1 hour lessons / fortnight), or 35 hours over a term in Year 8 (7 x 1 hour lessons / fortnight). Over the course of two years, students will complete 6 rotations. All assessment will be completed in class and based on practical class work.

Rotation 1	**Digital Technologies**	**Design Project –** Create an alarm using an Arduino board	40 hours (indicative)
	Students will learn about coding with the Arduino boards to create an alarm, as well as different types of computer network setups and cyber security, including ways to protect themselves from different possible online threats		
	Compulsory Digital Component (50 hours) 40 hours		
	Practical experiences Build and code an Arduino board alarm system		
	Reporting outcomes TE4-4DP, TE4-7DI	**Life Skills reporting outcomes** TELS4-5DP, TELS4-8DI	

Rotation 2	**Materials Technologies - Textiles**	**Design Project –** Create a bag or cushion using a variety of colouration and construction methods	40 hours (indicative)
	Students will learn to sew and apply fabric decorating techniques so that they can follow the design process and create a unique textile item. They will learn about sewing a circuit and adding LED lights and a battery to their project		
	Compulsory Digital Component (50 hours) 5 hours		
	Practical experiences Design and create an e-textile item		
	Reporting outcomes TE4-9MA, TE4-10TS	**Life Skills reporting outcomes** TELS4-10MA, TELS4-11TS	

Rotation 3	**Food Technologies**	**Design Project –** Create a healthy snack for a teenager	40 hours (indicative)
	Students will learn about food safety and nutrition. They will develop a range of skills needed to create and produce nutritious food options.		
	Practical experiences – Design and produce a range of nutritious food items		
	Reporting outcomes TE4-2DP, TE4-6FO	**Life Skills reporting outcomes** TELS4-2DP, TELS4-7FO	

	Engineered Systems	Design Project – Build an engineered machine	40 hours (indicative)
Rotation 4	Students work collaboratively to design and make engineered machines. Within this course they explore design concepts, structural aspects, velocity, motion and calculating mass in the construction of their machine.		
	Practical experiences –. Building and testing machines made from a variety of materials		
	Reporting outcomes TE4-1DP TE4-8EN	**Life Skills reporting outcomes** TELS4-2DP, TELS4-9EN	

	Agricultural Technologies	Design Project – Design a water monitoring system	40 hours (indicative)
Rotation 5	Students will have the opportunity to raise chickens as an introduction to animal systems and will learn about plant production systems by growing vegetable crops. They will investigate the use of technologies to manage agricultural systems. Students will also look at the difference between Indigenous and European agriculture systems.		
	Compulsory Digital Component (50 hours) 5 hours		
	Practical experiences – handling of plants and animals, and designing a water monitoring system using a microbit.		
	Reporting outcomes TE4-3DP, TE4-5AG	**Life Skills reporting outcomes** TELS4-1DP TELS4-6AG	

	Material Technologies – Timber	Design Project – Design and make a timber product	40 hours (indicative)
Rotation 6	Students will complete a tool test piece demonstrating their ability to follow a basic plan and use tools safely and correctly. After their test piece they will create a timber project with an original design.		
	Practical experiences – Use of hand tools to make timber products		
	Reporting outcomes TE4-9MA	**Life Skills reporting outcomes** TELS4-10MA TELS-11TS	

	Semester 1 Year 7	Semester 2 Year 7	Term 1 Year 8	Term 2 Year 8	Term 3 Year 8	Term 4 Year 8
Class 1	Agriculture Term 2 – Week 6	Textiles Term 2 - Week 9	Timber Week 8	Food Week 8	Engineering Week 6	Digital Week 6
Class 2	Digital Term 1 - Week 10	Agriculture Term 2 – Week 8	Textiles Week 10	Timber Week 8	Food Week 8	Engineering Week 6
Class 3	Engineering Term 2 - Week 2	Digital Term 3 - Week 10	Agriculture Week 8	Textiles Week 10	Timber Week 8	Food Week 8
Class 4	Food Term 2 - Week 5	Engineering Term 4 - Week 2	Digital Week 6	Agriculture Week 8	Textiles Week 10	Timber Week 8
Class 5	Timber Term 2 - Week 5	Food Term 4 - Week 5	Engineering Week 6	Digital Week 6	Agriculture Week 8	Textiles Week 10
Class 6	Textiles Term 2 - Week 8	Timber Term 4 - Week 5	Food Week 8	Engineering Week 6	Digital Week 6	Agriculture Week 8

YEAR 8 ASSESSMENT PLANNING 2023

Term 1	Week 1/2	Week 3	Week 4	Week 5	Week 6
			Maths		
	Week 7	Week 8	Week 9	Week 10	Week 11
	English	Visual Art	Music	Geography	
				Science	
				PDHPE	
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5
				Visual Art	Geography
				Music	Science
				English	Maths
	Week 6	Week 7	Week 8	Week 9	Week 10
				PDHPE	

Term 3	Week 1	Week 2	Week 3	Week 4	Week 5
		Maths			
	Week 6	Week 7	Week 8	Week 9	Week 10
			Music	PDHPE	Visual Art
			Science	Geography	
			English		
Term 4	Week 1/2	Week 3	Week 4	Week 5	Week 6
	Geography	Music	Visual Art	Geography	
				Science	
				English	
				Maths	
	Week 7	Week 8	Week 9	Week 10	Week 11

*Technology Mandatory subjects are not included on this sheet as all assessments are in class and have a variety of due dates due to the different courses – See Scope and Sequence documents